Briefing Note: Agenda items for September ECAC

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<tr>
<th>To:</th>
<th>Hon Chris Hipkins, Minister of Education</th>
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<tbody>
<tr>
<td>Date:</td>
<td>30 August 2019</td>
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<tr>
<td>Priority:</td>
<td>High</td>
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<tr>
<td>Security Level:</td>
<td>In Confidence</td>
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<td>METIS No:</td>
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<td>Drafter:</td>
<td>Amy Hunter</td>
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<td>Key Contact:</td>
<td>Keith Newton</td>
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<td>DDI:</td>
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<td>Messaging seen by</td>
<td>No</td>
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<td>Communications team:</td>
<td>Round Robin: No</td>
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Purpose of Report

The purpose of this paper is to provide you with a briefing on agenda items ahead of your meeting with Early Childhood Advisory Committee (ECAC) members on Wednesday 4 September 2019.

Agree that this Briefing is proactively released as per your expectation that information be released as soon as possible.

Katrina Casey
Deputy Secretary
Sector Enablement and Support
30/08/2019

Hon Chris Hipkins
Minister of Education
4/9/19
Background

1. The purpose of ECAC is to foster a relationship between Government and the early learning sector to achieve common goals. The committee is made up of representatives from early learning sector organisations.

2. You have asked to be briefed on the following items ahead of your meeting with ECAC members:
   a. changes to the ECAC membership
   b. progress on the 10 Year Early Learning Strategic Plan
   c. issues that may be raised with you, such as pay parity with kindergarten teachers and the early learning workforce
   d. an update on the wider regulatory review.

3. The agenda for this meeting is attached as Annex One.

4. The presentation for the ECE Fees Data Collection is attached as Annex Two.

5. The presentation for the Learning Support Action Plan is attached as Annex Three.

ECAC membership

6. Charmaine Thomson, Executive Officer ECE, New Zealand Educational Institute Te Riu Roa (NZEI) has been replaced by Shelley Hughes. Shelley will attend ECAC meetings alongside NZEI's other member, Sandie Burn.

7. Jo Lambert is the newly appointed General Manager for Barnardos New Zealand. Jo replaces the previous acting General Manager Heather Taylor.

8. Pauline Winter, Chief Executive of the Auckland Kindergarten Association (AKA), has advised that AKA are withdrawing their membership from the Early Childhood Leadership Group. Pauline expressed an interest for AKA to join ECAC as an ongoing ECAC member. This has been agreed and a review of the ECAC membership and Terms of Reference has commenced.

10 Year Early Learning Strategic Plan

9. Many ECAC members are on the Early Learning Strategic Plan (ELSP) Reference Group. You have attended two ELSP Reference Group meetings held on 3 May 2018 and on 11 April 2019.

10. He taonga te tamariki | Every child a taonga, the draft strategic plan for early learning (the plan), was open for consultation from 19 November 2018 – 15 March 2019. The Ministry received 2,264 online survey responses, 219 written submissions during the consultation period and significant feedback from the three commissioned parent focus groups in Auckland, Christchurch and Whangarei.

11. On 8 April 2019, the Ministry provided you with a summary of public feedback in preparation for your meeting with the Ministerial Advisory Group (MAG) and Reference Group on 11 April [METIS 1183450 refers]. Data from the survey, submissions received and hui are summarised in a report from Martin, Jenkins & Associates Limited. The feedback from parent focus groups is summarised in a report from Gravitas Research. These reports were shared and discussed with the MAG at meetings held on 9 and 10 April 2019 and with the Reference Group on 11 April.
Early learning strategic plan process update

12. Following the Ministerial strategy session on 26 June 2019 you indicated that you would like to release the final plan as an action plan. You also provided your initial response to some key decision points which has enabled us to progress drafting of the final plan.

13. On 29 July 2019, we met with the MAG to discuss the development of the action plan. The MAG endorsed the overall direction of travel which has not yet been tested with the Reference Group.

14. At the 21 August 2019 Ministerial strategy session we discussed an increased network planning function for the Ministry; a package of teacher supply initiatives; a top-up of the future price adjustments aimed at incrementally closing the gap between funding rates for kindergartens and other teacher-led services; the introduction of regulation for 80% qualified teachers and a version of a funding band for 100% qualified teachers. Advice on these matters was provided to you in Education Report: Advice to support the ECE Strategy Session [METIS 1201536 refers].

15. Based on the feedback you provided at this meeting we are developing policy and implementation advice to support the final plan.

16. We have also been working to ensure the action plan is developed in alignment with the Education System Transformation Cabinet Paper [METIS 1184032 refers] along with other initiatives in the Education Work Programme, including the Learning Support Action Plan, Ka Hikitia, the Pacific Education Strategy, the Education Workforce Strategy, the Curriculum, Progress and Achievement Programme and the National Education Learning Priorities (NELP).

17. The report-back to Cabinet on the ELSP has been extended from May to October 2019, and additional time is therefore available for the work to be completed to ensure the coherence of the Ministry’s Education Work Programme is maintained.

18. The Ministry will consult the ELSP Ministerial Advisory Group as part of the process of finalising the plan; however a meeting date is yet to be confirmed. Following the report-back to Cabinet, the ELSP would be released publicly together with any announcements. The Government’s decisions on the recent review of Home-based Early Childhood Education will be included as part of the release.

Wider Regulatory Review

19. The ECE sector has seen significant changes in the market structure and patterns of participation since the early 2000s. The majority of this shift has happened since the current regulatory framework was established in 2008. Large scale investigations into a number of providers, more targeted monitoring through the Provider Assessment Group, and the increase in complaints received by the Ministry have also highlighted areas in the regulatory framework that lack clarity and are not achieving their purpose.

20. Given this context, it is timely to review the current regulatory framework for the early learning sector to ensure that it is clear, fit-for-purpose and supports quality provision. This includes considering if the current accountability settings are sufficient for dealing with non-compliance and poor performance in a clear and consistent way.

21. It is our intention to incorporate some recommendations from the (strategic) plan, including network planning and teacher qualifications, into the review to ensure clarity for the sector and consistency with the changes proposed within the regulatory framework.

22. We have recently begun this work with the view to developing a public consultation document for consideration by Cabinet in May or June 2020, and will be consulting on
the draft regulations early in 2021. We will shortly be providing you with a proposed terms of reference for the review.

Other Issues to consider

Pay parity with kindergartens

23. As part of the Kindergarten Teachers, Head Teachers and Senior Teacher’s Collective Agreement settlement, the parties agreed to a Unified Base Salary Scale for Teachers effective from 12 July 2019. This means that kindergarten teachers will have the same base salary as Primary Teachers under their new collective.

24. The Ministry is working to adjust the funding rate to kindergartens as soon as possible to accommodate the new salary rates. Kindergartens will then implement the increases through their payroll systems.

25. As part of the terms of settlement it was agreed that the $1500 lump sum would be paid to applicable kindergarten teachers in November 2019.

26. While the pay and conditions of kindergarten teachers are negotiated between the Secretary for Education and NZEI, the Government doesn’t have the same role in setting employment conditions for other employees in the early learning sector.

27. You may be asked about the recent settlement of the kindergarten collective agreement, and whether Government intends for other ECE teachers to achieve pay parity with kindergarten teachers.

28. The Government is committed to supporting quality teaching and ensuring that teachers, at all levels of the education system, are supported and respected.

29. Goal 3.1 of the draft Early Learning Strategic Plan included a recommendation to improve the consistency and levels of teacher salaries and conditions across the early learning sector.

30. Government could explore potential ways to support more consistent pay and conditions across the sector following the publication of the final version of the Early Learning Strategic Plan. However, this would need to be balanced with multiple competing priorities.

ECE Workforce Education Report

31. You received a briefing note on the current state of the ECE Workforce on 27 August 2019 [METIS 1201093 refers].

Early Childhood Council (ECC) AGM briefing

32. On 23 August 2019 you were provided with background information and speech notes for your attendance at the ECC AGM on the 29 August 2019 [METIS 1203540 refers].

Proactive Release

33. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.
Annexes

Annex one: September ECAC agenda
Annex two: Developing a new data collection on ECE fees
Annex three: Learning Support Action Plan
AGENDA

Early Childhood Advisory Committee (ECAC)
Wednesday 4 September 2019
9:00 am to 2:45 pm

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<tr>
<th>#</th>
<th>Topic</th>
<th>Sponsor</th>
<th>Oral/Paper/Slides</th>
<th>Start time</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome, karakia and introductions</td>
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<td>9:00</td>
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<td></td>
<td>(a) General welcome to all</td>
<td>Katrina Casey</td>
<td>Oral</td>
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<td>(b) Karakia</td>
<td>Virginia Simmonds</td>
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<td>(c) Welcome to new members:</td>
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<td></td>
<td>- Shelley Hughes, NZEI Te Riu Roa.</td>
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<td>- Pauline Winter, Auckland Kindergartens Association</td>
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<td>- Jo Lambert, Barnardos New Zealand.</td>
<td>Katrina Casey</td>
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<td></td>
<td>(d) Introductions</td>
<td>All</td>
<td>Oral</td>
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<tr>
<td>2</td>
<td>ECE Fees data collection (45 mins)</td>
<td>Craig Jones</td>
<td>Slides</td>
<td>9:15</td>
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<td>3</td>
<td>Ministry of Education updates:</td>
<td>Susan Howan</td>
<td>Slides</td>
<td>10:00</td>
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<td></td>
<td>- Learning Support Action Plan (20 mins)</td>
<td>Mary Pupich &amp; Julie Houghton</td>
<td>Oral</td>
<td>10:15</td>
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<td>- He Māpuna te Tamaiti: Supporting Social and Emotional Competence in ECE (20 mins)</td>
<td>Freddy Ernst Geoff Short</td>
<td>Oral</td>
<td>11:00</td>
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<td>Child and Youth Wellbeing Strategy (60 mins)</td>
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<td>5</td>
<td>Ministry of Education updates (continued):</td>
<td>Nancy Bell Siobhan Murray Helen Walter</td>
<td>Oral</td>
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<td><strong>Minister Hipkins (60 mins)</strong></td>
<td>Iona Holsted</td>
<td>Oral</td>
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| 7 | **Wrap up and planning for next meeting (4 December 2019):**  
- Review of ECAC and its Terms of Reference (15 mins) | Katrina Casey | Oral | 2:30 |
|   | **Meeting closure** | | | 2:45 |
Strengthening learning support: Learning Support Action Plan

- **2015/2016**: 2015 Learning Support Update
  - Select Committee 2016 report into support for children and young people with dyslexia, dyspraxia & spectrum disorders

- **Oct 2018**: Draft Disability and Learning Support Action Plan

- **2019**: Final Learning Support Action Plan

- Implementation and co-design on priorities
Learning Support Action Plan

Drivers for change
- 2016 select committee inquiry
- 2018 Kōrero Mātauranga

Builds on current changes and new investment
- Learning Support Delivery Model
- New services since 2017
- $619.65m in new learning support funding announced over the last 2 years
Learning Support Action Plan: priorities

- First tranche of Learning Support Coordinators in schools and kura
- Develop new screening tools to strengthen early identification
- Strengthening early intervention
- Flexible services and supports for neurodiverse children & young people
- Meeting the needs of gifted children & young people
- Improved education for children & young people at risk of disengaging.
Priority 1: Learning Support Coordinators

$217M
Nov 2018

623
1st tranche 2020

Role and allocation

LSCs: Teachers employed by Boards of Trustees
Priority 1: Learning Support Coordinators

Focus on:

• Support for students
• Working with kaiako/teachers
• Working with parents/whānau
• Connecting with other LSCs and with the Learning Support Facilitator function and supports through the Learning Support Delivery Model
• Working with the school/kura leadership team to ensure all students get support.
• Enabling seamless support and transitions from early learning services into school
Priority 2: Screening and early identification of learning support needs

• Develop evidence-based screening tools focused on need, rather than diagnosis.
• Explore (through MoH) early childhood measurement and teen health screening.
Priority 3: Strengthening early intervention

- Reduce wait times for early interventions.
- Improve early intervention for young children and their whānau.
- Improve alignment with other agencies.
Recent investment in early intervention

Budgets 2017, 2018 and 2019: additional funding to meet demand and strengthen the range of support on offer.

2017
Funding for three social wellbeing initiatives to deliver early, targeted support for children aged 0-8

2018
Additional funding of $21.5m to meet demand for the early intervention service

2019
A further $24.7m over four years. Extends support from Ministry ESWs from 40 to up to 50 weeks, and funds evaluation of service.
New ways of working to better meet demand

Waiting times and waiting lists for early intervention have grown.

Regions are innovating to better meet needs in their communities such as:

- providing a key person to work with and advise early learning services
- offering community-based advice and guidance to educators and families
Workforce Strategy

Opportunities to explore as part of workforce strategy:

Further **develop ESW and teacher aide roles** including:
- training and career paths
- exploring possibility of differentiating the roles eg behaviour, communication, pastoral care.

Investigate **possible new learning support roles**
- particularly for at-risk children and young people
- opportunities for better integration with roles in other sectors, e.g. mental health, youth workers, social workers.
Key changes underway

- LSC support for transitions to school for children with learning support needs
- Screening tools for early identification of need
- Strengthening early intervention
- New ways of working to better meet demand
- Opportunities in workforce strategy to further develop ESW roles
We shape an education system that delivers equitable and excellent outcomes.

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga.